

# **NATIONAL EDUCATION POLICY-2020**

**Common Minimum Syllabus for all  
Uttarakhand State Universities and Colleges for  
First Three Years of Higher Education**

**PROPOSED STRUCTURE OF  
UG - PHYSICALEDUCATION  
SYLLABUS**

**2021**

## Curriculum Design Committee, Uttarakhand

Sr.No.	Name&Designation	
1.	<b>Prof. N.K. Joshi</b> <b>Vice-Chancellor ,Kumaun University Nainital</b>	Chairman
2.	<b>Prof. O.P.S. Negi</b> <b>Vice-Chancellor , Uttarakhand Open University</b>	Member
3.	<b>Prof. P. P. Dhyani</b> <b>Vice-Chancellor ,Sri Dev Suman Uttarakhand University</b>	Member
4.	<b>Prof. N.S. Bhandari</b> <b>Vice-Chancellor, Soban Singh Jeena University Almora</b>	Member
5.	<b>Prof. Surekha Dangwal</b> <b>Vice-Chancellor, Doon University, Dehradun</b>	Member
6.	<b>Prof. M.S.M. Rawat</b> <b>Advisor, RashtriyaUchchatar Shiksha Abhiyan, Uttarakhand</b>	Member
7.	<b>Prof. K. D. Purohit</b> <b>Advisor, RashtriyaUchchatar Shiksha Abhiyan, Uttarakhand</b>	Member

## Expert Committee

<b>S.N.</b>	<b>Name</b>	<b>Designation</b>	<b>Department</b>	<b>Affiliation</b>
1.	Dr. Santosh Kumar	Assistant Professor	Physical Education	Kumaun University, Nainital
2.	Dr. Nagendra Prasad Sharma	Assistant Professor	Physical Education	S.S.J. University, Almora
3.	Dr. Pushkar Gaur	Assistant Professor	Physical Education	S.S.D. University, Rishikesh
4.	Dr. Sudarshan Kumar	Assistant Professor	Physical Education	Kumaun University, Nainital
5.	Dr. Pushkar Singh Bisht	Associate Professor	Physical Education	L.S.M. P.G. College Pithoragar, Almora

## Syllabus Preparation Committee

<b>S.N.</b>	<b>Name</b>	<b>Designation</b>	<b>Department</b>	<b>Affiliation</b>
1.	Dr. Santosh Kumar	Assistant Professor	Physical Education	Kumaun University, Nainital
2.	Dr. Nagendra Prasad Sharma	Assistant Professor	Physical Education	S.S.J. University, Almora
3.	Dr. Pushkar Gaur	Assistant Professor	Physical Education	S.S.D. University, Rishikesh
4.	Dr. Sudarshan Kumar	Assistant Professor	Physical Education	Kumaun University, Nainital
5.	Dr. Pushkar Singh Bisht	Associate Professor	Physical Education	L.S.M. P.G. College Pithoragar, Almora

## **OBJECTIVES**

Physical Education is a very wide subject in which biological, psychological, physical, health and functional aspects of sports and body are studied. It is noteworthy that it is such a subject with the help of which human body both internally and externally can be kept healthy. Students will definitely be able to discharge duties towards themselves and society through this subject. Under this subject, the students can demonstrate excellently their skills and perfection particularly in sports ability, management, leadership, health plan, event management, sports budgeting, physiology, teaching methods, sports psychology and research along with getting information regarding to the importance of Physical Education for DIVYANG.

# KUMAUN UNIVERSITY, NAINITAL

## National Education Policy-2020

### SEMESTER-WISE TITLES OF THE PAPERS IN PHYSICAL EDUCATION

<b>List of all Papers in Six Semester Semester-wise Titles of the Papers in Physical Education</b>					
Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
<b><i>Certificate [Fundamentals of Physical Education]</i></b>					
<b>FIRST YEAR</b>	I	PE101T	HISTORY AND BASIC CONCEPTS OF PHYSICAL EDUCATION	Theory	4
		PE102P	FITNESS AND YOGA IN PHYSICAL EDUCATION	Practical	2
	II	PE201T	ORGANISATION AND ADMINISTRATION IN PHYSICAL EDUCATION	Theory	4
		PE202P	SPORTS EVENT AND TRACK & FIELD	Practical	2
<b><i>Diploma [Health and Science in Physical Education]</i></b>					
<b>SECOND YEAR</b>	III	PE301T	ANATOMY & EXERCISE PHYSIOLOGY IN PHYSICAL EDUCATION	Theory	4
		PE302P	HEALTH AND PHYSIOLOGY	Practical	2
	IV	PE401T	SPORTS PSYCHOLOGY AND RECREATION IN PHYSICAL EDUCATION	Theory	4
		PE402P	RECREATIONAL GAMES & THEIR PSYCHOLOGICAL BENEFITS	Practical	2
<b><i>Bachelor of Physical Education</i></b>					
<b>THIRD YEAR</b>	V	PE501T	ATHLETIC INJURIES AND PHYSIOTHERAPY IN PHYSICAL EDUCATION	Theory	4
		PE502T	KINESIOLOGY AND BIOMECHANICS IN PHYSICAL EDUCATION	Theory	4
		PE503P	PHYSIOTHERAPY AND GAME SPECIALIZATION	Practical	2
		PE504P	RESEARCH PROJECT	Project	3
	VI	PE601T	RESEARCH METHODS IN PHYSICAL EDUCATION	Theory	4
		PE602T	PHYSICAL EDUCATION FOR DIVYANG	Theory	4
		PE603P	PARA-SPORTS AND GAME SPECIALIZATION	Practical	2
		PE604P	RESEARCH PROJECT	Project	3

<b>Programme outcomes (POs):</b>	
<b>PO 1</b>	<ul style="list-style-type: none"> <li>Acquire good health, physical fitness and bodily coordination through participating regularly in physical activity</li> </ul>
<b>PO2</b>	<ul style="list-style-type: none"> <li>Develop motor skills, acquire necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle</li> </ul>
<b>PO 3</b>	<ul style="list-style-type: none"> <li>Promote desirable moral behaviours, cooperation in communal life, ability to make decisions, and the appreciation of aesthetic movement.</li> </ul>
<b>PO 4</b>	<ul style="list-style-type: none"> <li>Participating in various activities, students can acquire knowledge and skills, develop generic skills, as well as desirable values and attitudes.</li> </ul>
<b>PO 5</b>	<ul style="list-style-type: none"> <li>Sound knowledge in the field of research</li> </ul>
<b>PO 6</b>	<ul style="list-style-type: none"> <li>Multidimensional development of students.</li> </ul>
<b>Programme specific outcomes (PSOs):</b> <b><i>Certificate [Fundamentals of Physical Education]</i></b>	
<p>1. The physical education is very wide concept and this subject teaches about introduction and Sociological concept of Physical Education and this also teaches about historical development of physical education in India and other countries. It introduces a general concept of good health and wellness. This program will also help a student to promote healthy way of living and they will also be able to make fitness and health plan.</p> <p>Yogas very helpful in prevention of many diseases and students will learn about it. This subject deals with basic knowledge about and Aerobics and Gymnasium classes which will help students to excel in the fitness industry.</p> <p>This course is designed to give real time exposure to students in the area of organizing an event/ sports. The students will also learn about store management, purchasing and budget making</p>	
<b>Programme specific outcomes (PSOs):</b> <b><i>Diploma [Health and Science in Physical Education]</i></b>	
<p>1. Students can be able to understand human structure and function as well as effects of exercise on various human body systems. Students can be able to understand various aspects of psychology apply to sports person and how to organize sports and recreational activities.</p>	

<b>Programme specific outcomes (PSOs):</b> <i>UG III Year / Bachelor of Physical Education</i>	
<b>PSO 1</b>	Students can be able to understand Athletic Injuries and Athletic Care and Rehabilitation.
<b>PSO2</b>	To understand various aspects of Kinesiology and Biomechanics in Sports and able to apply in sports activities.
<b>PSO3</b>	Students can be able to understand Research methods in Sports and Physical Education. C
<b>PSO4</b>	This subject will help the students to understand the needs of the disabled (DIVYANG) people and make them ready to tackle any situation which comes in front of them while dealing disabled people. This subject can also teach Inclusion in sports for adapted people.
<b>PSO5</b>	Students can be able to understand Research methods in Sports and Physical Education.
<b>PSO6</b>	It will help the learner to understand the basic problems of school going students related to sports and Physical Education and finding their solution with the help of analyzed data.

**SYLLABUS FOR B.A. PHYSICAL EDUCATION/SEMESTER I/PAPER I**

<b>Program/Class: Certificate</b>	<b>Year: First</b>	<b>Semester: First</b>
<b>SUBJECT: PHYSICAL EDUCATION-THEORY</b>		
<b>Course Code: PE101T</b>	<b>Course Title: HISTORY AND BASIC CONCEPTS OF PHYSICAL EDUCATION</b>	
<p><b>Course Outcomes:</b> The physical education is very wide concept and this subject teaches about introduction and Sociological concept of Physical Education and this also teaches about historical development of physical education in India and other countries. It introduces a general concept of good health and wellness. This program will also help student to promote healthy way of living and they will also be able to make fitness and health plan.</p>		
<b>Credits : 4</b>	<b>Max. Marks : 25+75</b>	<b>Min. Passing Marks: 10 +25</b>
<b>Total No. of Lectures-Practical (in hours per week): 4-0-0</b>		
<b>UNIT</b>	<b>TOPIC</b>	<b>NO. OF LECTURES</b>
<b>I</b>	<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Meaning, definition and importance of education.</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Scope, aim and objective of Physical education.</li> <li>• Importance of Physical education in Modern era.</li> <li>• Relationship of physical education with general education</li> </ul>	<b>07</b>
<b>II</b>	<p><b>Sociological Foundation:</b></p> <ul style="list-style-type: none"> <li>• Meaning, Definition and importance of sports Sociology</li> <li>• Culture and sports</li> <li>• Socialization and sports</li> <li>• Gender and Sports.</li> </ul>	<b>07</b>
<b>III</b>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>• History and development of Physical education in India: pre and post-independence.</li> <li>• <b>Eminent person of Sports</b> – Major Dhyan Chand, K.D. Jadhav, Abhinav Bindra, Karnam Malleshwari, Sushil Kumar, Bijendra Singh, Rajyavardhan Singh Rathore, Yogeshwar Datt, Vijay Kumar, Gagan Narang, Marry Kom, Saina Nehwal, P. V. Sindhu, Anuj Kumar, Alka Tomar &amp; Sanjeev Kumar.</li> <li>• <b>National awards of India</b> – Major Dhyan Chand Khel Ratna Award, Arjun Award, Major Dhyan Chand Award, Dronacharya Award, Maulana Abul Kalam Azad Trophy,</li> <li>• <b>Sport schemes of India</b></li> </ul>	<b>06</b>

<b>IV</b>	<b>OlympicGames,AsianGamesandCommonwealthGames:</b> <ul style="list-style-type: none"><li>• Olympics Movement: Ancient Olympic, Modern Olympic, Revival,Aims, Objectives, Spirit, Torch Relay, Flag, Motto, Opening andClosingCeremonies.</li><li>• AsianGames.</li></ul>	<b>08</b>
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	<ul style="list-style-type: none"> <li>• Commonwealth Games.</li> </ul>	
<b>V</b>	<b>Health Education:</b> <ul style="list-style-type: none"> <li>• Meaning, Definition and Dimension of Health.</li> <li>• Meaning, Definition objectives, Principles and importance of Health Education.</li> <li>• Role of Different Agencies in Promoting Health (WHO, UNICEF).</li> <li>• Meaning of Nutrients, Nutrition, and Balance Diet</li> <li>• Health and drugs</li> </ul>	<b>08</b>
<b>VI</b>	<b>Wellness and Life Style</b> <ul style="list-style-type: none"> <li>• Importance of wellness and lifestyle.</li> <li>• Role of Physical Activity Maintaining Healthy Life Style.</li> <li>• Stress Management.</li> <li>• Obesity and Weight Management.</li> </ul>	<b>08</b>
<b>VII</b>	<b>Fitness and yoga:</b> <ul style="list-style-type: none"> <li>• Meaning, Definition and types of fitness</li> <li>• Component of physical fitness</li> <li>• Factor affecting physical fitness</li> <li>• Development and maintenance of fitness</li> </ul> <b>Yoga</b> <ul style="list-style-type: none"> <li>• Patanjali yoga sutra.</li> </ul>	<b>08</b>
<b>VIII</b>	<b>Posture:</b> <ul style="list-style-type: none"> <li>• Meaning, Definition of Posture.</li> <li>• Importance of Good Posture.</li> <li>• Causes of Bad Posture.</li> <li>• Postural Deformities – Kyphosis, Lordosis, Scoliosis, Round Shoulder, Knock Knee, Bow Leg, Flat foot, Claw Foot (causes and remedial exercise).</li> <li>• Fundamental Movements of Body Parts</li> <li>• Anatomical standing position.</li> </ul>	<b>08</b>

**Suggested readings:**

- Barrow Harold M., "Man and movements principles of Physical Education", 1978.
- Difiore, J. (1998). Complete guide to postnatal fitness. London: A & C Black, .
- Dynamic of fitness. Madison: W. C. B. Brown.
- General methods of training. by - Hardayal Singh
- Giam, C. K. & The, K. C. (1994). Sport medicine exercise and fitness. Singapore: P. G. Medical Book. McGlynn, G., (1993)
- Kamlesh M. L., "Physical Education, Facts and foundations", Faridabad P. B. Publications.
- Krishana Murthy  
V. and Paramesara Ram, N. "Educational Dimension of Physical. Education", 2nd Revised edition, Print India, New Delhi 1990.
- Singh, S. N. (2019). Sharirik Siksha Ke Sidhant Evam Aadhar, Khel Sahitya Kendra, Daryaganj, New Delhi
- Methodology of training. by - Harre
- Ravanes R. S., "Foundation of Physical Education", Houghton Millin Co. Boston USA (1978)
- Pandey, K. G. (2011). Sharirik Siksha, Shri Gyan Sagar Publication, Meerut
- Science of sport training. by - Hardayal Singh
- Sharkey, B. J. (1990). Physiology of fitness, Human Kinetics Book.
- Track & Field. by - Gerhardt schmolinsky, Leipzig college of physical culture (DHFk)

- Ajmer Singh JB, JSG, RSB., "Essentials of Physical Education", 2017 5<sup>th</sup> edition

This course can be opted as an elective by the students of following subjects: • **Open for all**

Continuous Evaluation Methods: (CIE) INTERNAL ASSESSMENT (25 Marks)

Written Test –10 marks

Assignment/Research Based Project-10 marks Attendance –5 marks

Research Orientation of the student.

Suggested equivalent online courses:

- IGNOU
- Other centrally/state operated Universities/MOOC platformssuchas "SWAYAM" in
- India and Abroad.
- Rajarshi Tandon open University.

#### SYLLABUS FOR B.A. PHYSICAL EDUCATION/SEMESTER I/PAPER II

<b>Program/Class: Certificate</b>	<b>Year: First</b>	<b>Semester: First</b>
<b>SUBJECT: PHYSICAL EDUCATION-PRACTICAL</b>		
<b>Course Code: PE102P</b>	<b>Course Title: FITNESS AND YOGA IN PHYSICAL EDUCATION</b>	
<b>Course Outcomes:</b> Yoga is very helpful in prevention of many diseases and students will learn about it. This subject deals with basic knowledge about Aerobics and Gymnasium classes which will help students to excel in the fitness industry.		
<b>Credits: 02</b>		<b>Elective</b>
<b>Max. Marks: 25+75</b>		<b>Min. Passing Marks: 10 +25</b>
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
<b>UNIT</b>	<b>TOPICS</b>	<b>NO. OF HOURS</b>
	<b>PART-A</b>	

I	<ul style="list-style-type: none"> <li>Learn and demonstrate the techniques of warm-up, general exercise and cooling down</li> <li>Learn and demonstrate physical fitness through aerobic, circuit training and calisthenics.</li> <li>Diet chart &amp; measurement of BMI</li> </ul>	15
II	<b>PART-B</b>	
	<p><b>INTRODUCTION OF YOGA:</b></p> <ul style="list-style-type: none"> <li>Historical aspect of yoga.</li> <li>Definition, types, scopes &amp; importance of yoga.</li> <li>Yoga relation with mental health and value education.</li> <li>Yoga relation with Physical Education and sports.</li> </ul> <p><b>ASANAS:</b></p> <ul style="list-style-type: none"> <li>Definition of Asana, differences between asana and physical exercise.</li> <li>Suraya-Namaskar, 02 Standing Asanas, 02–Sleeping (Supine Position) Asanas, 02–Sitting Asanas</li> </ul> <p><b>PRANAYAMA:</b></p>	15
	<ul style="list-style-type: none"> <li><b>Difference and classification of pranayama.</b></li> <li><b>Difference between pranayama and deep breathing.</b></li> <li><b>Anulom, Viham.</b></li> </ul>	
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>ACSM's Guidelines for Exercise Testing and Prescription (2001), American College of Sports Medicine, New York, U.S.A.</li> <li>Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) Teaching Today Health, Mosby Publishers, Chicago (USA)</li> <li>Donatelle, R.J. and Ketcham P. (2007), Access to Health, Benjamin Cummings, Boston, USA.</li> <li>Flyod, P.A., S.E. Mimms and C. Yelding (2003) Personal Health: Perspectives and Lifestyles, Thomson, Wadsworth, Belmont, California, USA.</li> <li>Pandey, K.G. (2011). Sharirik Siksha Evam Khel, Shri Gyan Sagar Publication, Meerut</li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: <b>Open for all</b></p>		
<p><b>Continuous Evaluation Methods</b>  <b>(CIE) INTERNAL ASSESSMENT (25 Marks)</b>  Written Test – 10 marks  Assignment/Research Based Project - 10 marks  Attendance – 5 marks  Research Orientation of the student.  <b>PRACTICAL ASSESSMENT (75 Marks)</b>  Practical – 50  VIVA – 15  Record book chart setc – 10</p>		
<p>Course prerequisites: <b>There is no any prerequisites only students physical and medically fit.</b></p>		

**Suggested equivalent online courses:**

- IGNOU
- Other centrally/state operated Universities/MOOC platformssuchas“SWAYAM”inIndiaandAbroad.
- Rajarshi Tandon open University.

**SYLLABUS FOR B.A. PHYSICAL EDUCATION/SEMESTER II/PAPER I**

Program/Class: Certificate		Year: First	Semester: Second
<b>SUBJECT: PHYSICAL EDUCATION-THEORY</b>			
<b>Course Code: PE201T</b>		<b>Course Title: ORGNISATION AND ADMINISTRATION IN PHYSICAL EDUCATION</b>	
<b>Course Outcomes:</b> This course is designed to give real time exposure to students in the area of organizing an event/sports. The students will also learn about store management, purchasing and budget making.			
<b>Credits : 4</b>		<b>Max. Marks : 25+75</b>	<b>Min. Passing Marks: 10 +25</b>
<b>Total No. of Lectures-Practical (in hours per week): 4-0-0</b>			
UNIT	TOPIC		NO. OF LECTURES
<b>I</b>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Meaning, concept and definition of sports management.</li> <li>• Nature and scope of sports management.</li> <li>• Aims and objectives of sports management.</li> <li>• Principles of sports management.</li> </ul>		<b>07</b>
<b>II</b>	<b>Event Management</b> <ul style="list-style-type: none"> <li>• Meaning and concept of event management</li> <li>• Planning and management of sports event.</li> <li>• Role of sports event manager.</li> <li>• Steps in event management: <ul style="list-style-type: none"> <li>• Planning,</li> <li>• Executing</li> <li>• Evaluating</li> </ul> </li> </ul>		<b>08</b>
<b>III</b>	<b>Budget</b> <ul style="list-style-type: none"> <li>• Meaning, Definition, Preparation, Principals of making Sports Budget.</li> <li>• Basics of Sports Event Accounting.</li> </ul>		<b>07</b>
<b>IV</b>	<ul style="list-style-type: none"> <li>• Format of Budget Preparation.</li> <li>• Preparing the Departmental Financial Plan and estimate.</li> <li>• Expenditure management.</li> </ul>		<b>08</b>
<b>V</b>	<b>Organization</b> <ul style="list-style-type: none"> <li>• Meaning and definition of Organization.</li> <li>• Need and importance of Organization.</li> <li>• Principles of Organization.</li> <li>• Structure and functions of S.A.I., University Sports Council and A.I.U.</li> </ul>		<b>07</b>
<b>VI</b>	<b>Supervision</b> <ul style="list-style-type: none"> <li>• Meaning and Definition</li> <li>• Principals of Supervision</li> </ul>		<b>07</b>

	<ul style="list-style-type: none"> <li>• Techniques of supervision in sports management.</li> <li>• Methods of supervision.</li> <li>• Role of a coach/manager.</li> </ul>	
<b>VII</b>	<b>Facilities Equipment</b> <ul style="list-style-type: none"> <li>• Procedure to purchase sports goods and equipment.</li> <li>• Procedure of Stock entry &amp; Write Off.</li> <li>• Storing and distribution.</li> <li>• List of Consumable and Non- Consumable sports goods and equipment.</li> <li>• Care and maintenance of Equipment.</li> </ul>	<b>08</b>
<b>VIII</b>	<b>Job Opportunities</b> <ul style="list-style-type: none"> <li>• Physical Educational professional, career avenues and professional preparation.</li> <li>• Clients and Sponsorship with respect to Players/ Teams</li> </ul>	<b>08</b>
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Bucher, Charles A. and Krotee, March L., "Management of Physical Education and Sport," McGraw Hill publication, New York (US) 2002</li> <li>• Hert, Renis (1961) New Patterns of Management, McGraw Hill, .</li> <li>• Horine, Larry, "Administration of Physical Education and Sport programs. WM-C Brown Publishers Dubuque (US) 1991</li> </ul>		
<ul style="list-style-type: none"> <li>• Kotler, P and G Allen, L.A. (1988) Management &amp; Organization. Kogakusha Co. Tokyo.</li> <li>• Parkhouse, Bonnie L., "The management of Sports – if foundation and application," Mosby publication, St. Louis (US), 1991</li> <li>• Pandey, K.G. (2011). Sharirik Siksha, Shri Gyan Sagar Publication, Meerut</li> <li>• Sandhu, K. Sports Dynamics: Psychology, Sociology and Management.</li> <li>• Sivia, G.S (1991). Sports Management in Universities, New Delhi: A.I.U. Deen Dayal Upadhyaya marg. 2005),</li> <li>• Marketing: An Introduction, New York: Prentice Hall</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>This course can be opted as an elective by the students of following subjects: Open for all</b></li> </ul>		
<b>Suggested Continuous Evaluation Methods: INTERNAL ASSESSMENT (25 Marks)</b> <b>Written Test – 10 marks</b> <b>Assignment/ Research Based Project - 10 marks Attendance – 5 marks</b> Research Orientation of the student.		
<b>Suggested equivalent online courses:</b> <ul style="list-style-type: none"> <li>• IGNOU</li> <li>• Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.</li> <li>• Rajarshi Tandon open University.</li> </ul>		

Program/Class: <b>Certificate</b>	Year: <b>First</b>	Semester: <b>Second</b>
<b>SUBJECT:PHYSICALEDUCATION-PRACTICAL</b>		
Course Code: <b>PE202P</b>	<b>CourseTitle:SPORTSEVENTANDTRACK&amp;FIELD</b>	
Credits: <b>02</b>	Elective	
Max.Marks: <b>25+75</b>	Min.Passing Marks: <b>10 +25</b>	
TotalNo.ofLectures-Tutorials-Practical(inhoursperweek):L-T-P:0-0-2		
<b>UNIT</b>	<b>TOPICS</b>	<b>NO.OFHOURS</b>
	<b>PART–A</b>	
	<ul style="list-style-type: none"> <li>● Tomakeaplanfororganizinganevent.</li> <li>● Toorganize anInterclassCompetition(Intramurals)ofanygameswith inthewall.</li> <li>● ToprepareabudgetplaneforinterclasscompetitionasIntramural</li> <li>● Makea SampleTime Tableforcollege.</li> <li>● PreparethelistofConsumable andNon-Consumable items.</li> <li>● PrepareaBiodata/Vita/curriculum vitae.</li> </ul>	<b>15</b>
	<b>PART–B</b>	
	<b>Track&amp;Field:</b> <ul style="list-style-type: none"> <li>● Measurements.</li> <li>● Marking.</li> </ul>	<b>15</b>
	<ul style="list-style-type: none"> <li>● <b>Rules.</b></li> <li>● <b>Officials.</b></li> <li>● <b>Regulatory Governing Bodies.</b></li> <li>● <b>Championship/ Meet - National and International.</b></li> <li>● <b>World and National Records.</b></li> </ul>	
<b>SuggestedReadings:</b> <ul style="list-style-type: none"> <li>● Parkhouse,BonnieL.,“ThemanagementofSports–iffoundationandapplication,” Mosbypublication, St.Louis (US),1991</li> <li>● Bucher,CharlesA. andKrotee,MarchL.,“ManagementofPhysicalEducation andSport,”MCGrowHillPpublication,Now York(US)2002</li> <li>● Horine, Larry,” Administration of Physical Education and Sport programs. WM-C Brown Publishers ●Dubuque (US)1991</li> <li>● Kotler,PandGAllen,L.A.(1988)Management&amp; Organization.KogakushaCo.Tokyo.</li> <li>● Hert,Renis(1961)NewPatternsofManagement, McGrawHill,.</li> <li>● Sandhu,K.SportsDynamics:Psychology,SociologyandManagement.</li> <li>● Singh,S.N. (2019).KheloKe Niyam,KhelSahityaKendra,Daryaganj,NewDelhi</li> <li>● Sivia,G.S(1991). SportsManagement inUniversities,NewDelhi: A.I.U.DeenDayal Upadhyaya</li> <li>● Marg.(2005),Marketing:AnIntroduction,NewYork:PrenticeHall.</li> </ul>		
Thiscoursecanbeopted asan electivebythestudents offollowingsubjects: <b>Openfor all</b>		

Suggested Continuous Evaluation Methods:

**INTERNAL ASSESSMENT(25Marks)**

Written Test –10marks

Assignment/Research Based Project-10

marks Attendance–5marks

Research Orientation of the student.

**PRACTICAL ASSESSMENT(75Marks)**

Practical–50

VIVA– 15

Record book chart setc –10

Course prerequisites: **There is no any prerequisites only students physical and medically fit.**

**Suggested equivalent online courses:**

- IGNOU
- Other centrally/state operated Universities/MOOC platform such as “SWAYAM” in India and Abroad.
- Rajarshi Tandon open University.

**SYLLABUS FOR B.A. PHYSICAL EDUCATION/SEMESTER III/ PAPER I**

Program/Class: <b>Certificate</b>		Year: <b>Second</b>	Semester: <b>Third</b>
SUBJECT: <b>PHYSICAL EDUCATION-THEORY</b>			
Course Code: <b>PE301T</b>		Course Title: <b>ANATOMY &amp; PHYSIOLOGY IN PHYSICAL EDUCATION</b>	
Course Outcomes: <b>Course outcomes: students can be able to understand human structure and function as well as effect of exercise on various human body systems.</b>			
Credits: <b>04</b>		Elective	
Max. Marks : 25+75		Min. Passing Marks: 10 + 25	
Total No. of Lectures-Practical (in hours per week): <b>L-T-P: 4-0-0</b>			
UNIT	TOPICS		NO. OF LECTURES
<b>I</b>	<b>INTRODUCTION:</b> <ul style="list-style-type: none"> <li>• Meaning Definition and Importance of Anatomy and Physiology in the field of Physical Education &amp; Sports</li> <li>• Brief introduction of Cell, Tissue, Organ and system</li> </ul>		<b>06</b>
<b>II</b>	<b>TISSUE</b> <ul style="list-style-type: none"> <li>• Types of Tissue</li> <li>• Connective &amp; Epithelial Tissue</li> </ul>		<b>07</b>
<b>III</b>	<b>SKELETAL SYSTEM:</b> <ul style="list-style-type: none"> <li>• Structural and functional classification of bones.</li> <li>• Types of joints</li> </ul>		<b>08</b>
<b>IV</b>	<b>MUSCULAR SYSTEM:</b> <ul style="list-style-type: none"> <li>• Types of Muscle</li> <li>• Structural and functional classification of Muscles.</li> <li>• Types of joints</li> <li>• Effect of Exercise on Muscular System</li> </ul>		<b>08</b>

<b>V</b>	<b>CIRCULATORY SYSTEM:</b> <ul style="list-style-type: none"> <li>● Structure and function of human heart</li> <li>● Circulation of blood</li> <li>● Effects of exercise on circulatory system</li> </ul>	<b>08</b>
<b>VI</b>	<b>RESPIRATORY SYSTEM:</b> <ul style="list-style-type: none"> <li>● Structure and function of respiratory system</li> <li>● Effects of exercise on respiratory system</li> <li>● The effects of altitude on the respiratory system.</li> </ul>	<b>08</b>
<b>VII</b>	<b>DIGESTIVE SYSTEM:</b> <ul style="list-style-type: none"> <li>● Structure and function of digestive system</li> <li>● Importance of Digestive system.</li> <li>● Mechanism of Digestive System.</li> </ul>	<b>08</b>
<b>VIII</b>	<b>GENERAL PHYSIOLOGICAL CONCEPTS:</b> <ul style="list-style-type: none"> <li>● Vital Capacity-VC</li> <li>● Second Wind</li> <li>● Oxygen Debt</li> <li>● Fatigue</li> <li>● Types of Fatigue</li> <li>● Blood Pressure</li> </ul>	<b>07</b>

**Suggested Readings:**

- ACSM's Guidelines for Exercise Testing and Prescription (2001), American College of Sports Medicine, New York, U.S.A.
- Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) Teaching Today Health, Mosby Publishers, Chicago (USA)
- Donatelle, R.J. and Ketcham P. (2007), Access to Health, Benjamin Cummings, Boston, USA.
- Flyod, P.A., S.E. Mimms and C. Yelding (2003) Personal Health: Perspectives and Lifestyles, Thomson, Wadsworth, Belmont, California, USA.

- Goldberg, L. and D.L. Elliot (2000) The Healing Power of Exercise, National Health & Wellness Club, New York, U.S.A.
- Jain, J. (2004) Khel Dawaon Ka (New Delhi : Delhi University Press).
- Robbins, G., D. Powers and S. Burgess (2002), A Wellness Way of Life, McGraw Hill, New York, USA.
- Schindler, J.A. (2003) How to Live 365 Days a Year (Boston: Running Press).
- Koley, Shyamal (2007), Exercise Physiology — A Basic Approach (New Delhi: Friends Publications).
- Jain AK (2002). Anatomy & Physiology for Nurses. Arya Publishers, Delhi.
- Moried EN (2007). Essential of Human Anatomy & Physiology. Ed. 8th Dorling Kindersley, India.
- Prives M and Others (2004). Human Anatomy Vol. I & II Paragon, Delhi.
- Seeley & Others (2008). Anatomy & Physiology. McGraw Hill, Boston.
- Singh, S. N. (2019). Sharir Rachna Evam Vyayam Kriya Vigyan, Khel Sahitya Kendra, Daryaganj, New Delhi
- Tortora (2003). Principles of Anatomy & Physiology, New York: John Willy & Sons.
- William CS (2000). Essentials of Human Anatomy & Physiology, Benjamin.
- Wilson and Waugh (1996). Anatomy & Physiology in Health & Illness. Churchill

This course can be opted as an elective by the students of following subjects: **Open for all**

**Continuous Evaluation Methods (CIE) INTERNAL ASSESSMENT (25 Marks)**

**Written Test – 10 marks**

**Assignment/ Research Based Project - 10 marks Attendance – 5 marks**

**Research Orientation of the student.**

**Course Prerequisites:** There is no any prerequisites but students are to be physical & medically Fit.

**Suggested equivalent online courses:**

- IGNOU
- Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.
- Rajarshi Tandon open University.

**SYLLABUS FOR B.A. PHYSICAL EDUCATION/SEMESTER III/ PAPER II**

Program/Class: <b>Certificate</b>	Year: <b>Second</b>	Semester: <b>Third</b>
<b>SUBJECT: PHYSICAL EDUCATION-PRACTICAL</b>		
Course Code: <b>PE302P</b>	Course Title: <b>HEALTH AND PHYSIOLOGY</b>	
Credits: <b>02</b>	Elective	
Max. Marks: <b>25+75</b>	Min. Passing Marks: <b>10+ 25</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
<b>UNIT</b>	<b>TOPICS</b>	<b>NO. OF HOURS</b>
	<b>PART-A</b>	
<b>I</b>	<ul style="list-style-type: none"> <li>• Draw and label any two-body system.</li> <li>• Prepare a model of any one system.</li> <li>• Measuring height, weight, waist circumference and hip circumference, calculation of waist-hip ratio.</li> <li>• Learn to measure blood pressure by sphygmomanometer.</li> </ul>	<b>15</b>
	<b>PART - B</b>	
<b>II</b>	Choose any one individual sport as per given Annexure-A with following activity: <ul style="list-style-type: none"> <li>– History and development of selected game/sports</li> <li>– Layout and measurement of selected game/sports</li> <li>– Rules and regulation of selected games/sports</li> <li>– Specific exercise for selected game/sports</li> <li>– Techniques and skills of selected game/sports</li> </ul>	<b>15</b>

**Suggested Readings:**

- ACSM's Guidelines for Exercise Testing and Prescription (2001), American College of Sports Medicine, New York, U.S.A.
- Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) Teaching Today Health, Mosby Publishers, Chicago (USA)
- Donatelle, R.J. and Ketcham P. (2007), Access to Health, Benjamin Cummings, Boston, USA.
- Flyod, P.A., S.E. Mimms and C. Yelding (2003) Personal Health: Perspectives and Lifestyles, Thomson, Wadsworth, Belmont, California, USA.
- Goldberg, L. and D.L. Elliot (2000) The Healing Power of Exercise, National Health & Wellness Club, New York, U.S.A.
- Jain, J. (2004) Khel Dawaon Ka (New Delhi: Delhi University Press). New York, USA.
- Robbins, G., D. Powers and S. Burgess (2002), A Wellness Way of Life, McGraw Hill
- Schindler, J.A. (2003) How to Live 365 Days a Year (Boston: Running Press).
- Koley, Shyamal (2007), Exercise Physiology—A Basic Approach (New Delhi: Friends Publications).
- Jain AK (2002). Anatomy & Physiology for Nurses. Arya Publishers, Delhi.
- Moried EN (2007). Essential of Human Anatomy & Physiology. Ed. 8th Dorling Kindersley, India.
- Prives Mand Others (2004). Human Anatomy Vol. I & II Paragon, Delhi.
- Seeley & Others (2008). Anatomy & Physiology. McGraw Hill, Boston.
- Singh, S.N. (2019). Sharir Rachna Evam Vyayam Kriya Vigyan, Khel Sahitya Kendra, Daryaganj, New Delhi
- Tortora (2003). Principles of Anatomy & Physiology, New York: John Willy & Sons.
- William CS (2000). Essentials of Human Anatomy & Physiology, Benjamin.
- Wilson and Waugh (1996). Anatomy & Physiology in Health & Illness. Churchill
- Livingstone

This course can be opted as an elective by the students of following subjects: **Open for all**

**Continuous Evaluation Methods****(CIE) INTERNAL ASSESSMENT (25 Marks)**

Written Test – 10 marks

Assignment/Research Based Project - 10

marks Attendance – 5 marks

Research Orientation of the student.

**PRACTICAL ASSESSMENT (75 Marks)**

Practical – 50

VIVA – 15

Record book chart setc - 10

Course prerequisites: **There is no any prerequisites only students physical and medically fit.**

**Suggested equivalent online courses:**

- IGNOU
- Other centrally/state operated Universities/MOOC platform such as "SWAYAM" in India and

**Abroad.**

- **Rajarshi Tandon open University.**

**SYLLABUS FOR B.A. PHYSICAL EDUCATION/SEMESTER IV/PAPER I**

Program/Class: <b>Certificate</b>	Year: <b>Second</b>	Semester: <b>Fourth</b>
<b>SUBJECT: PHYSICAL EDUCATION-THEORY</b>		
Course Code: <b>PE401T</b>	Course Title: <b>SPORTS PSYCHOLOGY AND RECREATION IN PHYSICAL EDUCATION</b>	
<b>Course Outcomes:</b> students can be able to understand various aspects of psychology apply to sports person and how to organize sports and recreational activities.		
Credits : <b>04</b>	Max. Marks: <b>25+75</b>	Min. Passing Marks: <b>10 +25</b>
<b>Total No. of Lectures-Practical (in hours per week): L-T-P: 4-0-0</b>		
<b>UNIT</b>	<b>TOPIC</b>	<b>NO. OF LECTURES</b>
<b>I</b>	<b>INTRODUCTION:</b> <ul style="list-style-type: none"> <li>• Meaning, Importance and scope of sports psychology</li> <li>• General characteristics of various stages of growth and development.</li> <li>• Psycho-sociological aspects of human behavior in relation to physical education.</li> </ul>	<b>06</b>
<b>II</b>	<b>PERSONALITY:</b> <ul style="list-style-type: none"> <li>• Meaning and definition of personality, characteristics of personality.</li> <li>• Dimensions of personality, personality and sports performance</li> </ul>	<b>08</b>
<b>III</b>	<b>LEARNING:</b> <ul style="list-style-type: none"> <li>• Nature of learning, theories of learning.</li> <li>• Law of learning, plateau in learning, transfer of learning</li> </ul>	<b>08</b>
<b>IV</b>	<b>MOTIVATION :</b> <ul style="list-style-type: none"> <li>• Nature of motivation, factors influencing motivation.</li> <li>• Motivational techniques and its impact on sports performance.</li> </ul>	<b>08</b>
<b>V</b>	<b>PLAY:</b> <ul style="list-style-type: none"> <li>• Meaning of Play</li> <li>• Definition of play</li> <li>• Various Theories of play</li> </ul>	<b>08</b>
<b>VI</b>	<b>RECREATION:</b> <ul style="list-style-type: none"> <li>• Meaning and importance of recreation in physical education</li> <li>• Principles of recreation in physical education</li> <li>• Areas, classification and ways of recreation.</li> <li>• Use of leisure time activities and their educational values.</li> </ul>	<b>08</b>
<b>VII</b>	<b>TRADITIONAL GAMES OF INDIA:</b> <ul style="list-style-type: none"> <li>• Meaning.</li> <li>• Types of Traditional Games-</li> <li>• Gilli-Danda, Kanche, Stapu, Gutte, Posampa, Pitthoo, Vish Amrit</li> </ul>	<b>07</b>

	<ul style="list-style-type: none"> <li>• Importance/BenefitsofTraditionalGames.</li> <li>• Howto DesignTraditionalGames.</li> <li>• DevelopmentofPersonalitiesbythehelpofTraditionalGames.of</li> </ul>	
<b>VIII</b>	<b>INTRAMURALS:</b> <ul style="list-style-type: none"> <li>• Meaning.</li> <li>• Importance.</li> <li>• ConductingExtramuralCompetitions.</li> </ul>	<b>07</b>

**SuggestedReadings:**

- Alliance,A.(1999).PhysicalBestActivityGuide, NewDelhi,
- Capel,S.etalEditors(2006).APracticalGuideto TeachingPhysicalEducation.RoutledgePublishers,USA.
- Dheer,S.andRadhika.(1991).OrganisationandAdministrationofPhysicalEdu.,ND:FriendsPub.
- Frost,R.B.andOthers.(1992).AdministrationofPhysical EducationandAthletics, Delhi:UniversalBook.
- Gangwar,B.R.(1999).OrganisationAdmn.&MethodsofPhysicaleducation,Jalandhar:A.P.Pub.
- Gangwar,B.R.(1999).SharirikShikshaKaPrabandhPrashashanAvamVidhiya, Jalandhar:A.P.Pub.
- GuptaR.KumarP. &SharmaD.P.(1999).LessonPlanin PhysicalEducation&Sports.R.D.P.Publication.NewDelhi.
- GuptaR.KumarP. &Sharma.D.P.S.(2004).SharirikShiksha MeinPathYojna.Sahyog Prakashan.NewDelhi.
- GuptaR.KumarP. &TyagiS.(2008) TextbookonTeachingSkill& Prowess.Part I& II.FriendsPublication.India.NewDelhi.
- Pandey,K.G.(2011).SharirikSiksha,ShriGyanSagarPublication,Meerut
- KamleshML (2005).MethodsInPhysicalEducation.FriendsPublication.Delhi.
- KamleshML (2005).SharirikShikshaKiVidhiyan.FriendsPublication.Delhi.
- PandayLaxmikant(1996).SharririkShikshaKiShikshaPadati.MetropolitanBook.NewDelhi.
- ShawD&Kaushik S(2001).LessonPlanning-TeachingMethods andClassmaninPhysicalEducation.K.S.K.Delhi.

**Thiscoursecanbe optedasanelectivebythestudentsoffollowingsubjects:Openforall**

**Continuous Evaluation Methods**

**(CIE)INTERNAL**

**ASSESSMENT(25Marks)**

WrittenTest –10marks

Assignment/ResearchBasedProject-10

marksAttendance–5marks

ResearchOrientationofthestudent.

Courseprerequisites:**Thereisnoanyprequisitesonlystudentphysicalandmedically fit.**

**Suggestedequivalentonlinecourses:**

- IGNOU
- Othercentrally/stateoperatedUniversities/MOOCplatformssuchas“SWAYAM” in
- IndiaandAbroad.
- RajarshiTandonopenUniversity.

**SYLLABUS FOR B.A. PHYSICAL EDUCATION/SEMESTER IV/PAPER II**

Program/Class: <b>Certificate</b>	Year: <b>Second</b>	Semester: <b>Fourth</b>
<b>SUBJECT : PHYSICAL EDUCATION-PRACTICAL</b>		
Course Code: <b>PE402P</b>	Course Title: <b>RECREATIONAL GAMES &amp; THEIR PSYCHOLOGICAL BENEFITS</b>	
Credits: <b>02</b>	Elective	
Max. Marks: <b>25+75</b>	Min. Passing Marks: <b>10+ 25</b>	
Total No. of Lectures – Tutorials – Practicals (in hour per week) L-T-P: 0-0-2		
<b>UNIT</b>	<b>TOPICS</b>	<b>NO. OF HOURS</b>
	<b>PART-A</b>	
<b>I</b>	<ul style="list-style-type: none"> <li>• Make a Model/Chart of any one Traditional game</li> <li>• Organize a recreational activity at college level and write a report on it.</li> <li>• Design a Traditional/Recreational game with new ideas.</li> </ul>	<b>15</b>
	<b>PART-B</b>	
<b>II</b>	Chose any one Team Games as per given Annexure- A with following activity: <ul style="list-style-type: none"> <li>• History and development of selected game/sports</li> <li>• Layout and measurement of selected game/sports</li> <li>• Rules and regulation of selected games/sports</li> <li>• Specific exercise for selected game/sports</li> <li>• Techniques and skills of selected game/sports</li> </ul>	<b>15</b>
<b>Suggested Readings:</b> 1. Anand OP (2001) Yog Dwara Kayakalp, Sewasth Sahitya Prakashan, Kanpur 2. Martin, GL (2003) Sports Psychology- Practical Guidelines from Behaviour Analysis. Sports Press, Winnipeg, Canada		
This course can be opted as an elective by the students of following subjects: <b>Open for all</b>		
<b>Continuous Evaluation Methods</b> <b>(CIE) INTERNAL</b> <b>ASSESSMENT (25 Marks)</b> Written Test – 10 marks Assignment/Research Based Project - 10 marks Attendance – 5 marks Research Orientation of the student. <b>PRACTICAL ASSESSMENT (75 Marks)</b> Practical – 50 VIVA – 15 Record book/chart etc – 10		
Course prerequisites: <b>There is no any prerequisite only students physical and medically fit.</b>		
<b>Suggested equivalent online courses:</b> <ul style="list-style-type: none"> <li>• IGNOU</li> <li>• Other centrally/state operated Universities/MOOC platform such as “SWAYAM” in India and Abroad.</li> <li>• Rajarshi Tandon open University.</li> </ul>		

**SYLLABUS FOR B.A. PHYSICAL EDUCATION / SEMESTER V / PAPER I**

Program/Class: <b>Certificate</b>		Year: <b>Third</b>	Semester: <b>Fifth</b>
<b>SUBJECT : PHYSICAL EDUCATION - THEORY</b>			
Course Code: <b>PE501T</b>		Course Title: <b>ATHELETIC INJURIES AND PHYSIOTHERPY IN PHYSICAL EDUCATION</b>	
Course Outcomes: Students can be able to understand Athletic Injuries and Athletic Care and Rehabilitation.			
Credits: <b>04</b>		Max. Marks: <b>25+75</b>	Min. Passing Marks: <b>10+ 25</b>
Total No. of Lectures-Practical (in hours per week): <b>L-T-P: 4-0-0</b>			
<b>UNIT</b>	<b>TOPICS</b>		<b>NO. OF LECTURES</b>
<b>I</b>	<b>Athletic Injuries and Athletic Care.</b> <ul style="list-style-type: none"> <li>• Concept and Significance.</li> <li>• Factors causing Injuries.</li> <li>• General Principles of Prevention of Injuries.</li> </ul>		<b>06</b>
<b>II</b>	<b>Rehabilitation-</b> <ul style="list-style-type: none"> <li>• <b>PRICE</b>- Prevention, Rest, Ice, Compression, Elevation, Rehabilitation</li> <li>• <b>DRABC</b>- Danger, Response, Airways, Breathing, Circulation.</li> <li>• First aid – meaning, definition.</li> <li>• Importance of First aid.</li> <li>• Back Pain &amp; Neck Pain and their Rehabilitation.</li> </ul>		<b>08</b>
<b>III</b>	<b>Common Sports Injuries I:</b> <b>SOFT TISSUE INJURIES:</b> Sprain, Strain, Contusion, Abrasion, Blister, Concussion, Abrasion, Laceration, Hematoma <ul style="list-style-type: none"> <li>• First Aid of Soft Tissue Injuries</li> <li>• Bandages for Soft Tissue Injuries</li> <li>• Taping and Supports</li> </ul>		<b>08</b>
<b>IV</b>	<b>Common Sports Injuries II:</b> <b>BONE &amp; JOINT INJURIES:</b> <ul style="list-style-type: none"> <li>• Fracture</li> <li>• Dislocation</li> <li>• First Aid of Bone &amp; Joint Injuries</li> <li>• Bandages for Bone &amp; Joint Injuries</li> <li>• Taping and Supports</li> </ul>		<b>08</b>

<b>V</b>	<b>Physiotherapy-</b> <ul style="list-style-type: none"><li>• Definition</li><li>• Guiding principles of physiotherapy.</li><li>• Importance of physiotherapy</li></ul> <b>. Massage-</b>	<b>08</b>
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	<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Types and Importance.</li> </ul>	
<b>VI</b>	<b>Hydrotherapy-</b> <ul style="list-style-type: none"> <li>• Meaning and Importance.</li> <li>• Different methods of giving Hydrotherapy</li> </ul>	<b>08</b>
<b>VII</b>	<b>Treatment modalities-</b> <ul style="list-style-type: none"> <li>• Introduction and understanding of treatment modalities through Electrotherapy, Infrared rays, Ultraviolet rays, short wave diathermy, ultrasound.</li> </ul>	<b>07</b>
<b>VIII</b>	<b>Therapeutic Exercise-</b> <ul style="list-style-type: none"> <li>• Meaning, Definition.</li> <li>• Importance.</li> <li>• Muscle Strengthening through Active and Passive Exercise.</li> <li>• Therapeutic value with Yoga asanas for rehabilitation and strengthening of the muscles</li> </ul>	<b>07</b>

**Suggested Readings:**

- ACSM's Guidelines for Exercise Testing and Prescription (2001), American College of Sports Medicine, New York, U.S.A.
- Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) Teaching Today Health, Mosby Publishers, Chicago, USA.
- Beotra, Alka (2001-02) Drug Education Handbook on Drug Abuse in Sports, Applied Nutrition Sciences, Mumbai.
- Donatelle, R.J. and Ketcham P. (2007), Access to Health, Benjamin Cummings, Boston, USA.
- Fahey, T.D., M.P. Insel and W.T. Rath (2006), Fit & Well: Core Concepts and Labs in Physical Fitness, mcgraw Hill, New York.
- Flyod, P.A., S.E. Mimms and C. Yelding (2003) Personal Health: Perspectives and Lifestyles, Thomson, Wadsworth, Belmont, California, USA.
- Hoeger, W K and S.A. Hoeger (2004). Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA.
- Jain, J. (2004) Khel Dawaon Ka (New Delhi: Delhi University Press).
- Singh, S.N. (2019). Khel Chikitsa Shastra Evam Yoga, Khel Sahitya Kendra, Daryaganj, New Delhi
- Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), Fitness, Aerobics and Gym Operations, Khel Sahitya, New Delhi.
- Pande, P.K. (1987) Outline of Sports Medicine (New Delhi: Jaypee Brothers).
- Roy, Steven and Richard, Irvin (1983) Sports Medicine, Benjamin Cummings, Boston, USA.
- Schindler, J.A. (2003) How to Live 365 Days a Year (Boston: Running Press).

This course can be opted as an elective by the students of following subjects: **Open for all**

**Continuous Evaluation Methods**

**(CIE) INTERNAL**

**ASSESSMENT (25 Marks)**

Written Test – 10 marks

Assignment/Research Based Project - 10

marks Attendance – 5 marks

Research Orientation of the student.

Course prerequisites: **There is no any prerequisites only student physical and medically fit.**

**Suggested equivalent online courses:**

- IGNOU
- Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and

Abroad.

- RajarshiTandonopenUniversity.

**SYLLABUSFORB.A.PHYSICALEDUCATION/SEMESTERV/PAPERII**

Program/Class: <b>Certificate</b>		Year: <b>Third</b>	Semester: <b>Fifth</b>
<b>SUBJECT:PHYSICAL EDUCATION-THEORY</b>			
CourseCode: <b>PE502T</b>		CourseTitle: <b>KINESIOLOGY ANDBIOMECHANICS INPHYSICAL EDUCATION</b>	
CourseOutcomes: studentscanbeabletounderstandvariousaspectsofKinesiologyand BiomechanicsinSportsandable toapplyinsportsactivities.			
Credits : <b>04</b>		Elective	
Max.Marks: <b>25+75</b>		Min.PassingMarks: <b>10+25</b>	
TotalNo.ofLectures-Tutorials-Practical (inhoursperweek):L-T-P:4-0-0			
<b>UNIT</b>	<b>TOPIC</b>		<b>NO.OF LECTURES</b>
<b>I</b>	<b>INTRODUCTION:</b> <ul style="list-style-type: none"> <li>• Meaning,Definitions,Aims,Objective.</li> <li>• ImportanceofKinesiology forgamesandsports.</li> </ul>		<b>06</b>
<b>II</b>	<ul style="list-style-type: none"> <li>• KinesiologicalFundamentalMovements.</li> <li>• CenterofGravity.</li> <li>• LineofGravity.</li> </ul>		<b>08</b>
<b>III</b>	<ul style="list-style-type: none"> <li>• Planes andAxes</li> <li>• Typesofmusclescontraction.</li> </ul>		<b>08</b>
<b>IV</b>	<b>Location&amp;ActionofMusclesat Various Joints:-</b> i)Upperextremity–ShoulderJoint,ElbowJoint iii)Lowerextremity– Hipjoint,KneeJoint		<b>08</b>
<b>V</b>	<b>BIOMECHANICAL CONCEPT:INTRODUCTION:</b> <b>Friction:</b> <ul style="list-style-type: none"> <li>• Meaning, DefinitionsandTypes.</li> <li>• Newton’sLawofMotion</li> </ul>		<b>08</b>
<b>VI</b>	<b>FORCEAND LEVERS:</b> <b>FORCE:</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Definitions</li> <li>• Types</li> <li>• Applicationtosportsactivities.LEVERS:</li> <li>• Meaning</li> <li>• Definition</li> <li>• Usesof themintheHumanbody.</li> </ul>		<b>08</b>
<b>VII</b>	<b>KINENIAMTICS:</b>		<b>07</b>

	<ul style="list-style-type: none"> <li>• Meaning of Kinematics.</li> <li>• Types-Linear and Angular</li> <li>• Speed, Velocity, Acceleration, Distance, Displacement.</li> </ul>	
<b>VIII</b>	<b>KINETICS:</b> <ul style="list-style-type: none"> <li>• Meaning of Kinetics</li> <li>• Types-Linear and Angular.</li> <li>• Mass, Weight, Force, Momentum and Pressure.</li> </ul>	<b>07</b>
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Bartlett, R. (2007). Introduction to Sports Biomechanics. Routledge Publishers, USA.</li> <li>• Blazevich, A. (2007). Sports Biomechanics. A&amp; C Black Publishers, USA.</li> <li>• Breer &amp; Zarnicks (1979). Efficiency of human movement. W.B. Saunders Co. USA.</li> <li>• Hamill, J. and Knutzen, K.M. (2003). Biomechanical Basis of Human Movement. Lippincott Williams and Wilkins, USA.</li> <li>• Hay (1993). The biomechanics of sport techniques. Prentice Hall Inc. New Jersey.</li> <li>• McGinnis, P. (2004). Biomechanics of Sports &amp; Exercise. Human Kinetics, USA.</li> <li>• Pandey, K.G. (2011). Sharirik Siksha, Shri Gyan Sagar Publication, Meerut</li> <li>• Oatis, C.A. (2008). Kinesiology. 2nd Ed. Lippincott, Williams &amp; Wilkins, USA.</li> </ul>		
<b>This course can be opted as an elective by the students of following subjects: Open for all</b>		
<b>Continuous Evaluation Methods (CIE) INTERNAL ASSESSMENT (25 Marks)</b> Written Test – 10 marks Assignment/Research Based Project - 10 marks Attendance – 5 marks Research Orientation of the student.		
<b>Course prerequisites: There is not any prerequisite only students physical and medically fit..</b>		
<b>Suggested equivalent online courses:</b> <ul style="list-style-type: none"> <li>• IGNOU</li> <li>• Other centrally/state operated Universities/MOOC platform such as “SWAYAM” in India and Abroad.</li> <li>• Rajarshi Tandon open University.</li> </ul>		

### SYLLABUS FOR B.A. PHYSICAL EDUCATION/SEMESTER V/PAPER III

Program/Class: <b>Certificate</b>	Year: <b>Third</b>	Semester: <b>Fifth</b>
<b>SUBJECT: PHYSICAL EDUCATION-PRACTICAL</b>		
Course Code: <b>PE503P</b>	Course Title: <b>PHYSIOTHERAPY AND GAME SPECIALIZATION</b>	
Credits: <b>02</b>	Elective	
Max. Marks: <b>25+75</b>	Min. Passing Marks: <b>10+ 25</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>L-T-P: 0-0-2</b>		

UNIT	TOPICS	NO.OFHOURS
	<b>PART-A</b>	
<b>I</b>	<ul style="list-style-type: none"> <li>• PracticeforBandaging.</li> <li>• Practiceformassagetechniques.</li> <li>• DemonstrationofTherapeuticExercise.</li> <li>• AvisittoPhysiotherapylab.</li> <li>• WriteaBriefReportonthe visitofthelab.</li> </ul>	<b>15</b>
	<b>PART-B</b>	
<b>II</b>	<p>Choose any one game:</p> <ul style="list-style-type: none"> <li>• Games Specialization- (Any One) Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey</li> <li>• Historyanddevelopmentofselectedgame/sports</li> <li>• Layoutandmeasurementofselectedgame/sports</li> <li>• Rules andregulationofselectedgames/sports</li> <li>• Specificexerciseforselectedgame/sportsTechniquesandskils ofselectedgame/sports</li> </ul>	<b>15</b>
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• ACSM'sGuidelinesforExercise TestingandPrescription(2001),AmericanCollegeof SportsMedicine,NewYork,U.S.A.</li> <li>• Anspaugh,D.J.,G.EzellandK.N.Goodman(2006)TeachingToday Health,MosbyPublishers,Chicago,USA.</li> <li>• Donatelle,R.J.andKetcham P.(2007),Accessto Health,BenjaminCummings,Boston,USA.</li> <li>• Fahey,T.D.,M.P.InselandW.T.Rath(2006),Fit&amp;Well: CoreConceptsandLabsinPhysicalFitness,Mgraw Hill,NewYork.</li> <li>• Koley,Shymal(2007)ExercisePhysiology–AbasicApproch,friendspublicationNewDelhi</li> <li>• Pande,P.K.(1987)OutlineofSportsMedicine(NewDelhi: JaypeeBrothers).</li> <li>• Roy,StevenandRichard,Irvin(1983) SportsMedicine,BenjaminCummings,Boston, USA.</li> <li>• Singh,S.N.(2019).KhelChikitsaShastraEvamYoga,KhelSahityaKendra,Daryaganj,NewDelhi</li> <li>• Schindler,J.A.(2003)HowtoLive365DaysaYear(Boston:RunningPress).</li> </ul>		
<p>Thiscourse canbeopted asan electivebythestudents offollowingsubjects:<b>Openfor all</b></p>		
<p><b>Continuous Evaluation Methods</b>  <b>(CIE)INTERNAL ASSESSMENT(25Marks)</b>  WrittenTest –10marks  Assignment/ResearchBasedProject-10 marks  Attendance–5marks  ResearchOrientationofthestudent.  <b>PRACTICALASSESSMENT(75Marks)</b>  Practical–50  VIVA– 15  Recordbookchartsetc - 10</p>		
<p>Courseprerequisites:<b>There is noanyprequisitesonlystudentphysicalandmedically fit.</b></p>		

**Suggested equivalent online courses:**

- IGNOU
- Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.
- Rajarshi Tandon Open University.

**B.A.PHYSICALEDUCATION/SEMESTERV/RESEARCHPROJECT/PAPERIV**

Program/Class: <b>Degree</b>	Year: <b>Third</b>	Semester: <b>Fifth</b>
<b>SUBJECT:PHYSICALEDUCATION– PROJECT</b>		
<b>CourseCode:</b> PE504P	<b>Course Title:</b> RESEARCHPROJECT	
<b>CourseOutcomes:</b>		
<ul style="list-style-type: none"> <li>• LearntoPrepareQuestionnaire.</li> <li>• Learntowrite researchreport.</li> </ul>		
<b>Credits:03</b>		<b>Compulsory</b>
<b>Maxmarks:25+75</b>		<b>MinPassingMarks:10+25</b>
<b>Unit</b>	<b>Topic</b>	<b>No.ofLectures</b>
<b>I</b>	<ul style="list-style-type: none"> <li>• Choseatopicfrom yourtheorysyllabusandPrepareaQuestionnaire with 20 Questions for your collegestudents.</li> <li>• Choseanyonesports/gamesforyoursyllabusandconductaninterviewforyourcollege students</li> <li>• Studenthastolearntoprepareresearchreport.</li> </ul>	<b>45</b>
Suggestedreadings: <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a>		
Thiscoursecanbeoptedasanelectivebythestudentsoffollowingsubjects: <b>only forphysicaleducation students</b>		
<b>SuggestedContinuousEvaluationMethods:</b>		
<ul style="list-style-type: none"> <li>• Seminar/Assignment/report.</li> <li>• Test</li> <li>• Researchorientationofthestudent.</li> <li>• Quiz</li> <li>• Attendance</li> </ul>		

**SYLLABUSFORB.A.PHYSICALEDUCATION/SEMESTER VI/PAPERI**

Program/Class: <b>Certificate</b>	Year: <b>Third</b>	Semester: <b>Sixth</b>
<b>SUBJECT:PhysicalEducation-Theory</b>		
<b>CourseCode:</b> PE601T	<b>CourseTitle:</b> RESEARCHMETHODS IN PHYSICAL EDUCATION	
<b>CourseOutcomes:</b> StudentscanbeabletounderstandResearchmethodsinSportsandPhysical Education.		
<b>Credits:04</b>		<b>Elective</b>
<b>Max.Marks:25+75</b>		<b>Min.PassingMarks:10+ 25</b>
<b>TotalNo.ofLectures –Tutorials_ Practical(inhoursper week):L-T-P:4-0-0</b>		
<b>UNIT</b>	<b>TOPICS</b>	<b>NO.OFHOURS</b>
<b>I</b>	<b>INTRODUCTION:</b> <ul style="list-style-type: none"> <li>• Definition,MeaningofResearch.</li> <li>• NeedandImportanceofResearchinPhysicalEducation</li> </ul>	<b>06</b>

	<p>andsports.</p> <ul style="list-style-type: none"> <li>• ScopeofResearchinPhysicalEducationandsports.</li> </ul>	
<b>II</b>	<p><b>Type ofresearch</b></p> <ul style="list-style-type: none"> <li>• Basic Research</li> <li>• AppliedResearch</li> <li>• ActionResearch</li> </ul>	<b>08</b>
<b>III</b>	<p><b>ResearchProblem:</b></p> <ul style="list-style-type: none"> <li>• Meaningoftheterm</li> <li>• FormationofResearchproblem</li> <li>• Limitationand DLimitation</li> <li>• LocationandCriteriaofSelection ofProblem.</li> </ul>	<b>08</b>
<b>IV</b>	<p><b>Hypothesis:</b></p> <ul style="list-style-type: none"> <li>• MeaningofresearchHypothesis.</li> <li>• MeaningofNullHypothesis.</li> </ul>	<b>08</b>
<b>V</b>	<p><b>SurveyofRelatedLiterature:</b></p> <ul style="list-style-type: none"> <li>• Literaturesources.</li> <li>• LibraryReading.</li> <li>• NeedforSurveying relatedliterature.</li> </ul>	<b>08</b>
<b>VI</b>	<p><b>Survey Studies:</b></p> <ul style="list-style-type: none"> <li>• MeaningofSurvey</li> <li>• ScopeofsurveyinResearch.</li> </ul>	<b>08</b>
<b>VII</b>	<p><b>QuestionnaireandInterview:</b></p> <ul style="list-style-type: none"> <li>• MeaningofQuestionnaireandInterview.</li> <li>• ConstructionanddevelopmentofQuestions.</li> <li>• ProcedureofconductingInterview.</li> </ul>	<b>07</b>
<b>VIII</b>	<p><b>ResearchReport:</b></p> <ul style="list-style-type: none"> <li>• MeaningofResearchReport.</li> <li>• Qualitiesof agoodresearchreport.</li> <li>• HowtowriteResearchReport</li> </ul>	<b>07</b>
<p><b>SuggestedReadings:</b></p> <ul style="list-style-type: none"> <li>• Author“sguide:ResearchMethodsappliedtoHealthPhysicalandRecreation,Washington, D.C.1991.</li> <li>• BestJohn&amp;Kahni,J.V.1992).ResearchinEducation,NewDelhi.PrenticeHallofIndia (Pvt.)Ltd.</li> <li>• Best,J.W.(1963).Researchineducation.U.S.A.:PrenticeHall.</li> <li>• Clark,H.H.,&amp;Clark,D.H.(1975).Researchprocessinphysicaleducation.Englewoodcliffs,NewJer sey:PrenticeHall, Inc.</li> <li>• Garrett,H.E.(1981).Statisticsinpsychologyandeducation.NewYork: VakilsFeffer andSimonLtd.</li> <li>• Koul,L.(2002).Methodology ofEducationalResearch,VikasPublishingHouse,NewDelhi.</li> <li>• Oyster,C.K.,Hanten,W.P., &amp;Llorens,L.A.(1987).Introduction toresearch:Aguide forthehealthscienceprofessional. Landon:J.B.LippincottCompany.</li> <li>• Thomas,J.R.,&amp; NelsonJ.K.(2005). Researchmethodinphysicalactivity.U.S.A:Champaign,IL:HumanKinetics Books.</li> <li>• Thomas,J.R.,Nelson,J.K.&amp;Silverman, S.J.(2011).Researchmethodinphysicalactivity.U.S.A:Champaign,IL: HumanKinetics Books.</li> </ul>		

<ul style="list-style-type: none"> <li>• Verma, J.P. (2000). A textbook on sports statistics. Gwalior: Venus Publication</li> </ul>
This course can be opted as an elective by the students of following subjects: <b>Open for all</b>
<b>Continuous Evaluation Methods (CIE) INTERNAL ASSESSMENT (25 Marks)</b> Written Test – 10 marks Assignment/Research Based Project-10 marks Attendance – 5 marks Research Orientation of the student.
Course prerequisites: <b>There is no prerequisite only student physical and medically fit.</b>
<b>Suggested equivalent online courses:</b> <ul style="list-style-type: none"> <li>• IGNOU</li> <li>• Other centrally/state operated Universities/MOOC platform such as “SWAYAM” in India and</li> <li>• Abroad.</li> <li>• Rajarshi Tandon open University.</li> </ul>

**SYLLABUS FOR B.A. PHYSICAL EDUCATION/SEMESTER VI/PAPER II**

Program/Class: <b>Certificate</b>	Year: <b>Third</b>	Semester: <b>Sixth</b>
<b>SUBJECT: Physical Education - Paper 2</b>		
Course Code: <b>PE602T</b>	Course Title: <b>PHYSICAL EDUCATION FOR DIVYANG</b>	
Course Outcomes: This subject will help the students to understand the needs of the disabled (DIVYANG) people and make them ready to tackle any situation which comes in front of them while dealing with disabled people. This subject can also teach Inclusion in sports for adapted people.		
Credits: <b>04</b>		Elective
Max. Marks: <b>25+75</b>		Min. Passing Marks: <b>10+25</b>
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-2		
UNIT	TOPIC	NO. OF LECTURES
<b>I</b>	<b>PHYSICAL EDUCATION:</b> <ul style="list-style-type: none"> <li>• Meaning and Definition.</li> <li>• Aims and Objective.</li> <li>• Need and Importance of Physical Education.</li> <li>• Adapted Physical Education</li> </ul>	<b>06</b>
<b>II</b>	<b>Physical Disabilities:</b> <ul style="list-style-type: none"> <li>• Causes of Mental Retardation</li> <li>• Functional Limitations.</li> </ul>	<b>08</b>
<b>III</b>	<b>Mental Retardation:</b> <ul style="list-style-type: none"> <li>• Causes.</li> <li>• Characteristics.</li> <li>• Functional Limitations.</li> </ul>	<b>08</b>
<b>IV</b>	<b>Outdoor Activities:</b> <ul style="list-style-type: none"> <li>• Outdoor program for the disabled.</li> <li>• Rhythmic and Dance Activities.</li> </ul>	<b>08</b>

<b>V</b>	<ul style="list-style-type: none"> <li>• AquaticActivityProgramfordisables.</li> </ul>	<b>08</b>
<b>VI</b>	<b>Rehabilitation:</b> <ul style="list-style-type: none"> <li>• Functional and Occupational rehabilitation of DivyangStudents</li> <li>• PsychologicalRehabilitationofDivyangStudents</li> </ul>	<b>08</b>
<b>VII</b>	<b>Programs:</b> <ul style="list-style-type: none"> <li>• PersonalityDevelopmentProgramforDIVYANG.</li> <li>• SocialWelfareProgramforDisabled</li> </ul>	<b>07</b>
<b>VIII</b>	<b>Inclusioninsports forAdaptedPeople:</b> <ul style="list-style-type: none"> <li>• Recreationalsports/gamesforDivyang Students</li> <li>• Competitivesports/gamesforDivyangStudents</li> </ul>	<b>07</b>

- **SuggestedReadings:**
- C,Blauwet, (2007).PromotingtheHealthandHumanRightsofIndividualswithaDisabilitythroughthe ParalympicMovement.(ICSSPE,)at21.(Blauwet-PromotingtheHealth).
- Barton,L.(1993),„Disability,empowermentandphysicaleducation“,inJ.Evans(ed.),Equality,Educa tionandPhysical Education.London:The FalmerPress.
- Guttmann,L.(1976) TextbookofSportfortheDisabled.Oxford:HM&MPublishers.
- K,DePauw& S.Gavron,(2005).DisabilityandSport.(2n.dEd)Illinois:HumanKinetics.
- R,Metts.(2000).DisabilityIssues,TrendsandRecommendationsfortheWorldBank(WashingtonD.C.: WorldBank,).
- SportEngland(2000)YoungPeoplewithaDisabilityandSport.London:SportEngland.

Thiscoursecanbeopted asanelectivebythestudentsoffollowing subjects:**Openfor all**

**SuggestedContinuousEvaluationMethods:**

**INTERNAL ASSESMENT(25Marks)**

WrittenTest–  
10marksAssignment -  
10 marksAttendance–  
5marks

Courseprerequisites:**Thereisnoanyprequisitesonly students physicalandmedicallyfit**

**Suggestedequivalentonlinecourses:**

- IGNOU
- Othercentrally/stateoperatedUniversities/MOOCplatformssuchas“SWAYAM”inIndiaandAbroad.
- RajarshiTandonopenUniversity.

**SYLLABUSFORB.A.PHYSICALEDUCATION/SEMESTERVI/PAPERIII**

Program/Class: <b>Certificate</b>	Year: <b>Third</b>	Semester: <b>Sixth</b>
<b>SUBJECT:PHYSICALEDUCATION-PRACTICAL</b>		
CourseCode: <b>PE603P</b>	CourseTitle: <b>PARA-SPORTS AND GAME SPECIALIZATION</b>	
<b>CourseOutcomes:</b> StudentscanbeabletounderstandResearchmethodsinsportsandPhysical Education.		
Credits: <b>04</b>		Elective
Max.Marks: <b>25+75</b>		Min.PassingMarks: <b>10+25</b>

TotalNo.ofLectures-Tutorials-Practical (inhoursperweek):L-T-P:0-0-2		
UNIT	TOPIC	NO.OF LECTURES
I	<b>PART-A</b>	<b>15</b>
	<b>Paralympic CommitteeofIndia(PCI)</b> <ul style="list-style-type: none"> <li>• History</li> <li>• AimsandObjective.</li> <li>• LearnaboutanyonePara-sports– Cycling,Badminton,Athletics,Sitting Volleyball</li> <li>• Para-competition.</li> </ul>	
II	<b>PART-B</b>	<b>15</b>
	<b>Learningthe advancedskill ofselectedgames mentioned in Part-A:</b> <ul style="list-style-type: none"> <li>• Historyanddevelopmentofselectedgame/sports</li> <li>• Layout andmeasurement ofselectedgame/sports</li> <li>• Rulesandregulationofselectedgames/sports</li> <li>• Specificexerciseforselectedgame/sports</li> <li>• Techniquesandskillsofselectedgame/sports</li> </ul>	
<b>SuggestedReadings:</b> <ul style="list-style-type: none"> <li>• ACSM’sGuidelinesforExerciseTestingandPrescription(2001),AmericanCollegeofSportsMedicine,NewYork,U.S.A.</li> <li>• Anspaugh,D.J.,G.EzellandK.N.Goodman(2006)TeachingToday Health,MosbyPublishers,Chicago(USA</li> <li>• Donatelle,R.J.andKetcham P.(2007),Accessto Health,BenjaminCummings,Boston,USA.Flyod,P.A.,S.E.Mimms andC.</li> <li>• Yelding(2003)PersonalHealth:PerspectivesandLifestyles,Thomson,Wadsworth,Belmont,California,USA.</li> </ul>		
Thiscoursecanbeopted asan electivebythestudents offollowingsubjects: <b>Openfor all</b>		
<b>SuggestedContinuousEvaluationMethods:I</b> <b>INTERNAL ASSESMENT(25Marks)</b> WrittenTest– 10marksAssignment - 10 marksAttendance– 5marks <b>PRACTICALASSESSMENT(75Marks)</b> Practical–50 VIVA– 15 Recordbookchartsetc - 10		
Courseprerequisites: <b>Thereisnoanyprequisitesonlystudent physicalandmedicallyfit.</b>		
<b>Suggestedequivalentonlinecourses:</b>		
<b>Suggestedequivalentonlinecourses:</b> <ul style="list-style-type: none"> <li>• IGNOU</li> <li>• Othercentrally/stateoperatedUniversities/MOOCplatformssuchas“SWAYAM” in</li> <li>• IndiaandAbroad.</li> <li>• RajarshiTandonopenUniversity.</li> </ul>		

**SYLLABUS FOR B.A. PHYSICAL EDUCATION / SEMESTER VI / RESEARCH REPORT / PAPER IV**

Program/Class: <b>Degree</b>	Year: <b>Third</b>	Semester: <b>Sixth</b>
<b>SUBJECT: Physical Education-Project</b>		
Course Code: <b>PE604P</b>	Course Title: <b>RESEARCH PROJECT</b>	
<b>Course outcomes:</b> It will help the learner to understand the basic problems of school-going students related to sports and Physical Education and finding their solution with the help of analyzed data.		
Credits: <b>03</b>	Compulsory	
Max. Marks: <b>25+75</b>	Min. Passing Marks: <b>10+25</b>	
<b>UNIT</b>	<b>TOPICS</b>	<b>NO. OF HOURS</b>
<b>I</b>	<ul style="list-style-type: none"> <li>• To conduct a survey or interview of primary or secondary government school students for the interest towards physical education and sports programs.</li> <li>• Analyze the data and submit a detailed report and a presentation.</li> <li>• The student will work in groups in completing the project but will write the final paper individually</li> </ul>	<b>45</b>
<b>Suggested Readings:</b> Suggested digital platform weblinks - <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a>		
This course can be opted as an elective by the students of following subjects: <b>Open for all</b>		
<b>Suggested Continuous Evaluation Methods:</b> <ul style="list-style-type: none"> <li>• Making a video of survey or interview and present it. (20 marks)</li> <li>• Attendance (5 marks)</li> </ul>		
<b>Course prerequisites:</b> There is no any prerequisite, only student physical and medically fit.		